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PREFATORY

In the growth of the American school system geography has reached its best development in the elementary grades and in the colleges and universities. Thru some odd quip of evolution our high schools present a gap in geographic education. Most high school students are not given an opportunity to become acquainted with the geographic world in which they will spend the rest of their lives. The contribution that geography may make to an understanding of man's efforts to utilize his natural resources and the influence those efforts have upon his economic, social, and political thinking seems not to have been given consideration by those in control of our high school curricula. In this respect we are far behind the secondary schools of western Europe, where ignorance of geography is considered as inexcusable as is ignorance of the fine things of history, art, and music.

The following papers dealing with geography at the high school level were presented at the Saint Louis meeting of the National Council of Geography Teachers, December 27, 1935. Each paper expresses the personal opinion of the author and represents his contribution to the subject under discussion. Each author recognizes the pressing need for adequate offerings in the high schools of the country and discusses the distinctive type of contribution that geography may make to the education of young people. The papers are significant in that they present no static or crystallized method of procedure, indicating that the subject is alive, vigorous, growing, and ever changing—the very essence of living knowledge.

It is believed that this series of papers should be suggestive to high school teachers and administrators, and point the way to constructive development of geography in our high schools.

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POLITICAL GEOGRAPHY IN THE HIGH SCHOOL

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The actions and aspirations of nations are among the most common subjects of conversation at nearly all social gatherings whether at men's discussion groups, church parties, or formal dinners. By common consent we recognize nations as political entities; concerning them we have an individual and universal curiosity. Is it not strange that in our high school and college curricula we spend years studying the past, studying the activities of peoples and countries that have long ago disappeared from the face of the earth, but only rarely do we bring these studies into the realm of the present? Political geography, whether known by that name or by some other, should be an integrated study of the major problems of the nations of today in the light of environmental, historical, and economic factors. To develop an orienting acquaintance with the frame work of the political structure of the modern world should be a primary objective of such study.

FUNCTION OF POLITICAL GEOGRAPHY

Interpreted as the geography of nations, political geography at the high school level would differ from the geography taught earlier in that it would recognize nations as entities, and thus it would focus attention upon the activities of the nations rather than upon the activities of the individuals which comprise them. Such a course would assist pupils to develop an appreciation of the world today and to evaluate better the outlook for developments in the world tomorrow. Taking full advantage of all the history that had previously been taught, of the industrial and commercial geography which at least some of the pupils would have had, the course in political geography would serve to integrate the various disciplines of the past and to cement them into an effective tool for probing the future. In general the related studies which should precede political geography and which, in most cases will precede it if given in the high school, include: (1) general world geography, taught more or less effectively in the grades; (2) commercial and industrial geography, given in many junior high schools; (3) extended and repeated studies in history carried in the grades and in the junior high school with a generous share of the total program in each case; and (4) civics, taught in some form quite generally for at least one

semester in the junior high school. Upon such a base a course in political geography could be organized either to fit a situation where it would be the capping climax of three years of consecutive and well ordered study, or to fit into a sequence which would involve no high school prerequisites.

If I were king, I would set up a program which would include the teaching of geography in every year of the senior high school, on a basis of at least three periods a week. Recognizing, however, that such a program cannot be achieved in the near future, except perhaps in a few fortunate instances, and believing in a pragmatic philosophy, let me suggest that political geography can parallel world history and it may precede modern history. In either case it will have real value. Therefore, political geography designed as previously stated, can be handled well in any year of the senior high school. I believe that this view conforms to the previous findings and recommendations of committees of the National Council of Geography Teachers. Six years ago a distinguished committee made a report which was accepted and published—a report which has had wide circulation. Yet the fact remains that the course recommended has been adopted in but few places.

In the 1929 report of the Committee on High School Geography, the objectives of political geography were ably presented—objectives with which I believe there is general agreement. Of the various ones stated I think a few should be given particular emphasis. Among the ultimate objectives should be: (1) the ability to carry into after-school life the habit of wide and diversified reading and study of world affairs as a form of cultural development, and (2) the ability to participate in the more formal discussions of matters of current interest as an enjoyable and useful spare-time occupation. Among the specific objectives which geography in particular should strive to attain are: (1) Ability to appreciate that most of the great international problems of the present day are rooted in geographic conditions. Many of these problems are world-wide in their scope and require a knowledge of world conditions for their solution. (2) Ability to discover the geographic information to be found in maps, pictures, grafs, statistical tables and current literature; and to use all the various library helps such as bibliographies, indexes, readers' guides, and others in finding facts and materials wanted.

The question arises at the outset as to what various sequences and procedures might be utilized in order to attain these objectives. Undoubtedly in the hands of competent teachers different routes

might safely be followed. Let us bear in mind however that most teachers called upon to present the course mentioned would be untrained, and therefore they would lack any broad technical foundations of their own upon which to build. This applies not only to active schoolroom teachers, but also to principals and superintendents who have supervisory duties. Consequently, if a course is to meet with any considerable degree of favor it will have to be set up so as to convince those in executive positions in the schools that it is vital in the development of citizenship, and preferable to some line of work now being given.

Importance of Sequence

In order to arouse the interest referred to, a fresh point of view must be injected into the game. We have been rooted to past procedures so long that orthodoxy in this respect, in spite of its failure to attain results, has taken on the halo of virtue. Literally we have come to think that all geography courses must have as their central point of departure the home state or the home country—for most of us, the good old United States of America. With some the Fatherland offers the only desirable point of departure and for them, Europe, particularly northwest Europe, has come to hold the dignified position of queen (if not that of king!) in the realm of geographical royalty.

Why not be bold, for this is a time when even sedate judges warn us that "Minds must be bold if progress is to be maintained." Regardless of temporary disturbances across the Atlantic the world is coming to look with more and more concern upon political developments west of the Pacific. The Orient is now the center of interest and the prospects are that it will continue to be of increasing importance in world affairs. Therefore, in the course that I believe should be introduced, Part I would deal with the countries of the Far East.

First, I would consider Japan, because it now occupies the limelight in that section of the world. The attention focused upon it as a political entity engenders feelings toward it quite apart from any feeling toward the Japanese as people. In other words, Japan is functioning so definitely as a political unit that we forget the existence of individual Japanese. And yet, behind the policies and activities of the nation lie the tremendous factors of great density of population, scarcity of land, and dearth of fundamental resources. To these must be added the human factors almost equally powerful, those of race, religion, and a recently awakened spirit of

intense nationalism. Surely, Japan as a starting point would lack no appeal to interest, to imagination, or to reason in the consideration of the problems which confront it and with which it faces the world.

Next I would consider China—a huge giant, vast in extent, rich in resources, numerous in population, and fortunate in the industrious qualities and in the sagacity of the individual Chinese; unfortunate, however, in the lack of integration of its several huge parts—a giant, whose mechanism is out of gear and for whom the future is indeed a question. Will that giant thru sheer strength be able to develop the integration and cohesiveness necessary for natural unity and functioning? In the biological world of geologic ages past, great size has proved time and again to be a fatal handicap. The giants of the earth have disappeared and their bones are now being disinterred by curious, but intelligent, beings whose physical stature is pygmy-like in comparison. Will the great size of China prove to be a fatal handicap, or will the Chinese gradually develop the connecting tissues necessary to the functioning of the nation? The future of the country will depend upon the way these questions will be answered. Thus, from the standpoint of challenging attention, huge China will form a logical second to little Japan.

As the third member in this introductory group I would place Netherland India, an island empire peopled by industrious natives of varying degrees of culture and ruled by stolid, ambitious and energetic Dutchmen. Among colonial empires we hear but little concerning difficulties in the Dutch East Indies. There lie the principal foreign possessions of the Netherlands, islands whose people seem to be content and industrious, and whose connections with the imperial country is so firm that the great nations of the world seem to be raising no question as to the permanency of the Dutch sovereignty. Thus Netherland India is presented as a connecting link between the Far East and the nearer East. It will provide the variety needed to stimulate interest because of its sharp contrasts to the countries studied before, and it will furnish a logical introduction to the western portion of the vast continent of Eurasia.

CONTRASTS IN EUROPE

As Part II of this social study I would suggest that the route of trade be followed—the route which joins the Far East with western Europe. I would present next the so-called small nations, the stable, conservative, and well ordered countries of northwest Europe. In this study the political entities of the Scandinavian

lands should receive principal attention; their geographical setting should be developed; their paucity of resources considered, and their progressive social institutions emphasized. The historical factors should be brought out clearly because therein lies the explanation for much of their present social and economic outlook. Long ago, these countries learned the futility of war. As nations they are of peculiar interest to all the world because they covet no additional territory, they indulge in no dreams of conquest, either for land or for mineral wealth, and therefore the attention of their inhabitants focuses upon the constructive arts of peace.

Next should come a résumé study of Central Europe, the area wherein the heat engendered by huge populations pressing one upon the other has repeatedly burst into flame. There the problems of limited resources, densely populated lands, diverse racial groups, and long standing national hatreds must be given thoughtful consideration. Are the problems aroused by such conditions unsolvable? Can those peoples develop the tolerance necessary for living together in intimate contacts? Is it a case where ultimate peace must depend upon the creation of a real league of nations, or of a superstate equipped with police power adequate to enforce its mandates?

In the third section of Part II, I would present the Mediterranean lands. In this should be recognized the factors from which much of our modern civilization has sprung. In the Mediterranean area lies Egypt, the seat of one of the most ancient cultures; there are the inflammable Balkans and the peninsula where once blossomed the glory that was Greece; there is the Iberian Peninsula, once ruler of most of the western world; and there lies peninsular Italy the seat of the Rome that was, and the Rome which now again looms large. It seems clear that the study of the Mediterranean lands from the broad viewpoint of physical, historical, economic and social factors furnishes the most effective link whereby the past may definitely be connected with the present; whereby contrasts can be shown between the small countries and the large; between those without colonial ambitions and those dominated by such ambitions. Therefore, the Mediterranean lands can be made to serve the double function of introducing the problem attendant upon the great empires of today and of connecting smoothly and logically the study of the eastern world with that of the western world.

The Great Empires

Part III should be a study of the great modern empires of the old world. Among the first to be considered should be the Italian

possessions in Africa—where they are, what they are, their resources and the reasons back of Italy's evident dissatisfaction with the present distribution of territorial rights.

I would turn next to France. Like Italy, France is an empire with a relatively small home country and large territorial possessions. What are the peculiar problems and conditions which confront it not only as a nation in Europe but also as one of the world's great empires? Here the relationship of France as a political entity to that of Germany must be emphasized. How important are the differences in population when viewed from the standpoint of the nation? Has the colonial empire thus far proved to be an asset either economically or politically to the France in Europe? To what extent do colonial interests affect the national consciousness of the country?

From France we are led readily and naturally to a consideration of the two great remaining powers whose headquarters are in Europe, namely, the British Empire and the Union of the Socialist Soviet Republics. These two great dominions, each quite truly a federation of nations, differ sharply not only in their geographical conditions but also in their historical and political backgrounds. As regards contiguous territory, Russia is the world's giant nation. As a political entity Russia should be studied from the standpoint of its size, diversity of climate, and its material resources. This should be followed closely by studies of its population, its racial groups, and the influence of its former religious orthodoxy, and then brought to date thru contrasting its earlier despotism with that of its later radicalism. Upon what basis can the political integrity of Russia be developed? Can its vast territorial stretches be cemented into true national unity? Compare it with China: in the past both were politically and religiously ultra-conservative; both are now undergoing the trying processes of national reorganization. In what respects, in each of these cases, is the outcome of interest to the world at large? Do the other members of the family of nations have a stake in the survival or demise of either of these two political sovereignties?

The British Empire provides a subject of unquestioned world interest and one whereby the western world can be effectively introduced. The phases to be emphasized in a study of the British Empire are, first, the small size, the limited resources, and large and industrious population of the home country; second, the colonial possessions, particularly in Africa and the Orient; and third, the overseas dominions in their rôles of self-governing organisms. These

lines of inquiry present the opportunity and the necessity of comparing the home country with other great European powers and with Japan. As a colonial empire, England should be compared with France and Italy, and this comparison quite logically will lead to a discussion of the present partition of Africa among the European countries. What conditions are conducive to the establishment of the British Empire as a prominent defender of the present status quo? In the third instance, namely, that of England as the mother country of a commonwealth of self-governing nations, the British Empire stands unique among the countries of the world. In this connection major attention should be devoted to Australia, New Zealand, the Union of South Africa, and Canada. In these we have the units which, together with England, make up the true greatness of the British Empire. Of what significance to modern civilization is the success, or the eventual potential failure, of the British Commonwealth of Nations? Is there involved an issue of vital importance to the western world and particularly to the United States of America?

THE NEW WORLD

Part IV of this proposed course should be devoted to the New World. First should come a résumé of the Latin American countries, taken up not individually, but by groups. I would begin with the Caribbean region for it is there we have the contacts of European colonial interests with the independent nations—small and large. The causes of the political instability of the effervescent middle American countries should be traced to their roots in historical, racial, and geographical factors. Of what significance is that instability to the other countries of the world, and particularly to those which are in close proximity? This study should be followed by that of the west coast countries of South America from Ecuador to Chile inclusive. The relationship of boundary disputes and national animosities to the distribution of resources—real or fancied—would provide the chief motif in this study. Thence we should consider Argentina and Brazil, comparing the two nations as related to their contrasting environments. In this connection the attention of the students would be directed definitely toward the international relationships of the two countries, particularly with the United States.

The closing unit of Part IV would be a résumé study of the United States as a nation. A somewhat more detailed picture of our geographical conditions, natural resources, distribution of popula-

tion, and racial heritage should be taken up than was developed for any of the preceding countries. Nevertheless, here as with the other nations, particular emphasis must be laid upon the United States as a political organism which functions as a unit. This would give opportunity to study the significance of the international problems—the significance to the United States of the larger problems recognized among other nations in the previous chapters. This unit should close with a consideration of the major domestic economic and social problems which face the people of the United States, those which must be met and will be handled more or less efficiently in the light of world conditions thru the years that lie immediately ahead.

INTERDEPENDENCE VERSUS NATIONALISM

Part V, the closing section, I would label "World Interdependence." Under this caption I would deal with the forces and organizations which are now at work and which tend gradually, perhaps all too slowly it would seem, to bind the various parts of the world together. Among such organizations and movements I would recognize the existence of international scientific societies, particularly the Red Cross, the Postal Union, the multi-lateral treaties, the League of Nations and the World Court. These cannot be studied in detail, but the significance of their existence should be stressed. It is a matter of more than passing interest that international organizations such as those named have been formed and are functioning successfully. It shows that internationally we have made progress; we have advanced in some measure from the "Robinson Crusoe" stage of national existence. We have begun to learn how to live together in the world's apartment house.

Such, in brief, is the function and the generalized outline of a course in social studies that I would plead for in the senior high school. It would be geographic because it would anchor firmly its basic material in the environmental relationships, but it would be more than political geography. It would reach into the realms of economic resources, of historical factors, and of social and political relationships, and weld them into a homogeneous whole. This line of study, if carefully and systematically pursued, would unquestionably aid the student in acquiring a deeper understanding of the varied problems which now confront the peoples of the world. That the development of a broadminded, intelligent citizenry is necessary for the onward march of organized society seems obvious. In this task political geography, in conjunction with and supplemented by other social studies, promises to play a leading rôle.

TEACHING GEOGRAPHIC RELATIONS IN WORLD PROBLEMS

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DESIRABLE TEACHING ATTITUDES

Geography offers an excellent opportunity to improve students' understanding of international problems and relations. Historians usually consider events as tho individuals, people or countries thru their own volitions, produce the various current and historic happenings and too seldom explain the underlying cause. Geographers can contribute to a better understanding of world problems by explaining the geographic facts that influence nations to take certain courses of action. Neither teacher nor student may approve of activities of certain nations that may seem in defiance of international law or world opinion. Nevertheless it is worth while to study the geographic background to discover the reasons that have affected and influenced important events. There are always two sides in international controversies and the problems of a nation must be understood before solutions can be offered. A sympathetic understanding of the special racial, economic and social problems of peoples and countries is a most important thing for all students to secure from geography classes. Such knowledge should help promote peace and international good will.

American teachers and students of geography must avoid the propaganda from special interests and foreign governments that desire the support of American public opinion. In 1917 after three years of propaganda, mostly directed against the Central Powers, the United States whole heartedly entered the World War on the side of the allies. It would be intriguing to find what percentage of our citizenship would have favored entrance into the World War if they had known what we know now of the evils resulting from the Versailles treaty, the non-payment of our loans abroad and the load of debt and increased taxes in the United States. We gave freely and received next to nothing, hardly even thanks. Had Americans as a whole been more familiar with the accepted facts of history and geography, at least some of our mistakes before, during and after the World War might have been avoided.

As teachers we must avoid taking sides on questions of national or world importance. We may have our own opinion, but in justice

to the students both sides of the problems must be presented fairly. Students should be encouraged to draw their own conclusions from the assembled data and other facts. We must avoid a dogmatic attitude. Teachers should guide and advise students but not dictate concerning world problems.

To show how instructors may teach the geographic relationships involved in world problems several concrete examples will be selected. First consider the current strife between Italy and Ethiopia. Here both natural geographic conditions and human influences affect the political situation.

ITALY AND ETHIOPIA

Quite generally in this country, especially among those who believe most of the propaganda that has appeared, Italy resembles an ogre who plans to gobble up poor innocent Ethiopia. The writer holds no brief for Italy, but he would emphasize that many persons have condemned Italy's actions without any real knowledge of the situation.

Italy has an area the size of New Mexico, and a third smaller than California. With a climate like California, Italy contains nearly 43,000,000 people or seven times the population of the "Golden State" yet Italy lacks the resources of minerals, timber, etc., possessed by this single American state. Italy is completely developed and has reached its capacity to support human beings yet the population continues to increase at the rate of half a million a year. Furthermore Italians are no longer free to emigrate to the United States. If Italians practiced birth control over-population would cease to be a problem but Italian political and religious leaders reject this obvious solution, and instead demand the right of expansion. Italy spent billions of lire on the World War, lost hundreds of thousands of lives yet was bitterly disappointed in that its territorial gains amounted to only a paltry 9,000 square miles. The rich German colonies in Africa, with Syria and Iraq in Asia, went under mandate to Great Britain and France who together already owned most of the colonies in the world. Italian immigrants largely account for the prosperity of Tunis. Had Italy secured Syria, which France did not need, and German East Africa, which England could get along without, it seems probable that Italians would have busied themselves for many years in developing those countries as producers of raw materials and markets for manufactured goods. Many thousands of Italian immigrants would have settled in these

colonies relieving over-population at home. Ethiopia, not needed by Italy, would have remained free and might have worked out its destiny without invasion. Italy entered the international race for African colonies later than other powers. The best land had all been annexed. Italy's three African colonies, Libya, Eritrea, and Somaliland consist of deserts and all together can support no more Italians than would represent the normal increase of births over deaths in Italy for one year. Italy feels that territorial expansion is a necessity, that the country was deprived by its former allies of its fair share of the victory in the World War. Being unable to find land that can be gained peacefully, Italy decided to claim Ethiopia against whom there was an old grudge for the defeat of an Italian army by the hordes of Menelik in 1894. Excuses were found for action against Ethiopia and Italian armies are now engaged in "liberating" the Ethiopians like Great Britain "liberated" the Boers and France "liberated" the Moors and Druses.

Ethiopia is the only country of Africa that has remained entirely independent. The ruling group or tribe has a Semitic origin, speaks and writes in Amharic and adheres to the Coptic Church, a branch of the Christian faith. Other tribes include dark colored Danakils and Somalis and Bantu Negroes. Ethiopians still live under feudal customs and slavery exists. Schools are very few, foreign commerce is small and only one railroad exists. Yet the natives, mostly illiterate, whether Semitic, Hamitic or Negroid are fearless fighters and have successfully defended their land from foreign invaders for over two thousand years.

Environment favors the defense of Ethiopia and influences the character of its people. Ethiopia has an area one-seventh that of the United States. About half of the country occupies a plateau so high that in spite of a location close to the equator the climate resembles that of the temperate zone. The natives here have greater vigor and ability, so form the ruling cast. The balance of the country consists of lower lands that are desert on the east and swamps or jungles on the west. The face of the plateau rises abruptly in most places for thousands of feet. The deserts, precipitous cliffs, deep canyons and trackless jungles form natural defenses that aid an inherently brave people to defend their land. A militaristic nation like Italy should certainly conquer backward Ethiopia but it may require men and money to such a degree that the rewards will hardly compensate for the expenditures. Only when war with Italy became certain did Haile Selassie grant concessions to English and

Americans in the apparent hope of receiving needed aid for defense.

It must be admitted that foreign domination of Ethiopia will immeasurably improve economic conditions. The development of agricultural and mineral resources will benefit both Ethiopians and Italians. Sanitation and modern medicine will lower the death rate and improve the health of the people. Slaves will be freed. The land should become highly prosperous. Yet strange as it may seem, liberty loving people prefer to govern themselves poorly amid poverty, disease and illiteracy to being ruled efficiently by outsiders.

EUROPEAN RELATIONSHIPS TO THE ETHIOPIAN PROBLEM

To some it seems strange that Italy's Ethiopian adventure should threaten the peace of Europe. To be sure both Italy and Ethiopia were members of the League of Nations. Hence there existed an agency for the punishment by economic sanctions of a nation that was adjudged guilty of aggression. Since the League of Nations failed to apply sanctions against Japan when that country created the puppet state of Manchukuo, why should Italy face penalties for no worse an action? Students will recognize in these examples an analogy with some nuisance in their own neighborhood compared with a similar thing in the opposite side of town. China lies a long way from Europe and Japan has a strong, efficient army and navy. European nations protested the action of Japan but would not apply economic sanctions. But Ethiopia contains Lake Tana and other sources of irrigation water for Egypt and the Anglo-Egyptian Sudan. Great Britain therefore has an important economic interest in western Ethiopia. Also an unfriendly power with submarine bases on the Red Sea might threaten the British "Highway of Empire" thru the Suez Canal to India and Australia. However, the British people certainly do not desire war, and they hope the trouble can be settled peaceably. France does not have such direct interests in Ethiopia altho the railroad from Djibuti to Addis Ababa is largely French owned. The chief national interest of France is home security. France desires the friendship of Great Britain but would hesitate to actually enter a war for fear that Germany might use this opportunity and begin a struggle to regain lost territory. It seems probable that Mussolini was convinced that Great Britain and France would not fight for the preservation of Ethiopia before he ordered the African expedition. The future will show whether this belief was justified. Since Italy helped preserve Austria from Nazi domination, Austria has remained a friendly

power. Neither Austria nor Hungary joined the economic sanctions against Italy.

JAPAN AND CHINA

Nations, like individuals, may be so affected by circumstances that thru necessity they may defy moral laws and act unjustly towards their neighbors. Japan has been condemned for its actions taken towards China yet under similar conditions it seems likely that at least some other nations might have followed the same course.

Japan resembles Italy in its over population, rapid increase in population and rejection of birth control as a remedy. Similar too is the mountainous character of the country and small relative area of tillable land. Japan has larger resources of minerals than Italy but still has insufficient coal and also lacks iron, lead, zinc, petroleum, aluminum and other essentials. The Japanese firmly believe in their destiny as a race. They feel that since their need is great the nation is justified in developing unused resources on the adjacent mainland, even to the extent of politically controlling the territory containing this wealth where people are too weak for defense against aggression.

In two score years Japan has increased its territory from 149,000 to 263,000 square miles and in addition now controls a large part of China not formally annexed. The population of the home land is around 68,000,000, ten times that of California, a state that has an area equal to Japan. Adding Chosen, Taiwan, Karafuto and other islands the Japanese Empire contains about 95,000,000 inhabitants. The addition of Manchukuo would add about 34,000,000 more which practically equals the number of inhabitants of the United States.

To feed the people in its overpopulated homeland, Japan turned to manufactures and in recent years has become a disturbing influence in international trade. There are inherent weaknesses in Japan's economic position in that much raw material like cotton, wool, petroleum, iron and even some coal must be imported. Cheap, fairly efficient labor constitutes the greatest natural asset to industry in Japan. A depreciated currency along with government aid and cooperation for expansion of exports have helped manufactures. Japan has a favored position for dominating trade in China, probably the largest undeveloped market on earth. Japan has greatly strengthened its position in China by forcing special concessions from weak and corrupt Chinese governors in the north of China.

It would be no surprise if Japan created another puppet state from provinces in North China. Had China a strong government and could make an adequate defense, Japan would have to use quite different means for securing the desired materials and markets. But in its present weak and disorganized condition China invites attack by any powerful neighbor needing the very resources that China has allowed to remain almost unused.

To many geographers it appears that Japan is pursuing a dangerous course. Its political activities against China, and the policy of dumping exports in new foreign markets have alienated friends until Japan stands isolated among the nations. Fortunately for Japan its location far from possible powerful enemies, makes defense of the home land easy. However, war would disrupt Japan's export trade, prevent the receipt of needed raw materials and so might ruin the country economically. To most Americans it seems that the way to sell goods is with a smile rather than a gun and that a change in its foreign policy towards China would greatly benefit Japan. Let us hope the political difficulties in the Far East can be amicably solved without further disruption of China. Boycotts and bombardments alike do no permanent good. China with its peaceful hard working people, vast resources and superior location should sometime realize its full possibilities. Friendly aid in establishing the right kind of government and coöperation in developing the resources of China without selfish exploitation would hasten the desired end and create vast new markets that would help Japan greatly. The author believes Japan can secure its desires better by peaceful than by forceful means.

In Manchukuo, Japan has put down banditry, brought order and discipline and improved the economic condition of the state. Yet the population is mostly Chinese and will always so remain. Japan can use Manchukuo as a source of foodstuffs and raw materials and as a market for manufactures but little as a place for emigration to relieve over-population at home. The same thing holds true for Chosen and China proper. The geographic factor of colder and drier climate makes Japanese farmers dislike the mainland, but more the human factor of a lower standard of living by Chinese prevents the influx of Japanese farmers and laborers. So it appears doubtful if Japan can relieve the press of population at home by emigration to the mainland of Asia. Rather the people seem more likely to turn in increased numbers to manufacturing. Since competing nations may restrict Japanese invasion of their home and

colonial markets by limited quotas and increased tariffs the chief hope of Japan is to monopolize the imports of China and adjacent parts of Asia. When Chinese opposition develops, Japan will probably try to overcome this by the creation of other puppet states in North China.

RESULTS OF OVER-POPULATION

To many students it looks as tho Japan was building on a poor foundation and ultimately will come to disaster. Over-population in Japan has led to military, political and economic aggression, in India it brings famine and pestilence, in China it breeds bandits, misery, starvation and misgovernment. To the writer the solution for many of these evils appears to be birth control. But since the religion of all these Asiatic countries favor early marriage and a high birth rate while the government of Japan urges the bearing of children as a patriotic duty it is unlikely the suggested remedy will be adopted. Along this line one becomes sceptical of the benefits of modern medicine in Asia when the resulting saving of human lives merely seems to hasten the evil results of over-population.

ECONOMIC NATIONALISM

Back of the imperialistic efforts of Japan and Italy lie economic forces that impel the action of these governments. Over-population, lack of raw materials, lack of markets, lowering of living standards, fear of aggression by neighbor states, increased taxation for armaments and other governmental activities, may be symptoms of unfavorable geographic factors rather than all produced by deliberate human plans.

Since the World War many nations have adopted a policy of economic nationalism. Attempts have been made to limit imports by quotas, high tariffs, manipulation of money, etc., and to expand exports by bonuses, loans, reduced ocean freight rates, depreciation of currency, dumping without regard to cost and other ways. Men hoped to increase employment by such schemes which oftentimes failed of their object. Nations have tried to improve their security by producing everything possible at home and by adding or controlling sources of needed materials and markets. Hence the expressed needs for colonies made by Germany and Italy. Germany desperately needs American cotton, and would buy over one million bales annually but can pay for only one-third that amount and the United States refuses any exchange of cotton for dyestuffs, machinery, instruments, beer and other commodities that Germany can

offer. American leaders figure that more harm would result to our manufacturing industry than benefit to our agriculture from such an exchange. Most countries now strive to become economic units. In such a race the British Empire and the United States of America have obvious advantages. Over emphasis on economic necessity for expansion and the overgrowth of nationalism are disturbing factors in international relations.

HUMAN FACTORS A HINDRANCE TO PEACE

When nations like Germany and other European countries have few natural resources but abundant man power they can support the population only by exporting the products of human labor. If materials for manufacture cannot be secured, or the products of industry remain unsold, labor has no employment and the country finds itself in a hopeless economic position. Universal free trade would help such nations, but in the present world of business competition and extreme nationalism the removal of trade barriers seems most unlikely. What can Germany, Italy, Austria and other nations do in this situation? They may try to invent substitutes for needed articles and goods, they may try trade agreements for exchange of goods they have for those they need, they may try reciprocity or to include other countries within their tariff laws, and they may try to gain territory for needed expansion. If the United States faced a similar condition might not the governing power of this country wish to secure colonies for markets and materials instead of withdrawing from the Philippines? So in Europe and Asia the more powerful nations try to secure colonies and trade monopolies first by peaceful means but when diplomacy fails they are willing to risk the hazard of war because of "economic necessity." Students may conclude that the solution would be a "United States of Europe" which would be an economic unit with factories, raw materials and markets. But until all racial and political groups are willing to submerge with others their mutual jealousies, forms of government, cultures, and ambitions, a "United States of Europe" which might bring peace and prosperity to central and southeastern Europe must remain a hopeless idea. Many natural geographic conditions favor such political consolidation but human factors provide too great opposition to be soon or easily overcome.

OTHER WORLD PROBLEMS

Every country has its problems. In their final analysis most national problems are affected by geographic factors both human and

natural. A list of problems suitable for student investigation and reports would include topics like: Is Philippine Independence Justified? Boundary Troubles in Latin America; Race Conflict in South Africa; The Future of Germany and Nazism; The Geonomics of Soviet-Russia; Geographic Planning for the United States; Factors Affecting Expansion of the British Empire.

In solving these and the hundreds of other possible subjects, students should avoid conclusions based on insufficient data. They should gather all the available information with an open mind and then try to state clearly both sides of debatable questions. Students and teachers should avoid dogmatic statements and conclusions. They should try to find the geographic factors and relationships affecting and resulting from international problems. Such studies will teach tolerance. Students will better learn to understand the viewpoints of foreign peoples. Peace and friendship should follow a clear understanding of the difficult problems faced by other nations. Suspicion and intolerance will be largely swept away. The study of geographic relationships in world problems constitutes a most useful phase of our geography courses and should be taught in both the public schools and colleges.

GEOGRAPHIC INTERDEPENDENCE

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It was said of old, "No man liveth unto himself, and no man dieth unto himself." Neither does any nation live unto itself. The purpose of this paper is to point out some of the indications of the dependence of peoples upon each other, tho they may be culturally and geographically widely separated.

DEPENDENCE OF PRIMITIVE PEOPLE

One of the duties of the geographer in describing man and his environment is to emphasize the human side of that environment, as well as its physical character, such as land forms, climate, soil and types of vegetation. Under primitive conditions of civilization, human needs are relatively simple, and as a rule are supplied by the immediate vicinity. Nevertheless, the Pilgrim Fathers found the natives of New England raising maize and fertilizing their crop with fish from the nearby sea. Maize is believed to have originated in the tropical areas of Middle or South America, and hence must have been introduced into these northern areas by the most primitive methods of transportation.

IMPORTANT CONTRIBUTIONS OF TROPICAL REGIONS TO MIDDLE LATITUDES

As teachers we sometimes fail to point out our relationships and degrees of interdependence which have definite geographic backgrounds. For example, I rarely find a university student who does not still think that Columbus was searching for a "route to the East." These students may have completed a series of courses in history without coming to the realization that Columbus, and other explorers of his time, were seeking routes to certain tropical lands which could supply middle latitude peoples with products which were, and could only be produced under a tropical sun. The difficulties of transportation, lack of definite information of the regions of production, meager knowledge of the routes, and superstition bred of ignorance were outstanding items which hindered exchange between the areas. These all tended to make it more difficult for middle latitude people to satisfy their craving for the condiments which they were unable to produce. There exists still, within middle latitudes, that same demand for the same products, but it is now very

simply supplied. The house wife steps to the phone, calls her grocer and says: "Please send up a can of cinamon, pepper, cloves," or other of the seasoning condiments. She need give no thought of how the article reached the grocer. Neither does the average grocer need concern himself further than the wholesaler.

We are today utterly dependent upon tropical regions for many other needs of our daily life, yet we look upon the tropical native with disdain. Tho he may spend his time in lolling about his crude hut with no thought but for enough food for today, yet from his environment, and to some extent by his efforts, have come to the land of winter cold, sugar, coffee, citrus fruits, cocaine, mahogany, and numerous other items which are used daily in household, laboratory, and shop. We, in America, owe to the efforts of the tropical native, whether voluntary or under compulsion, an unpaid debt of gratitude for his contributions to our comfort, amusement, progress and wealth.

The Contribution of Rubber. Until about two decades ago, the world looked to the Amazon basin for its supply of rubber. Here the seringuero worked under the most unpleasant and unhealthful conditions man is ever called upon to endure. He struggled thru wet, fever infested forests to gather his daily supply of latex, and coagulate it into the rubber of commerce. It was in 1621 that a Spanish explorer in Mexico found some Indians playing a game with a ball of unusual resilience. They were trying to toss it thru a hole in a stone some feet above the ground and set at right angle to the wall. This may be thought of as the American forerunner of the game of basket ball. How drab would American college life be to some students without the excitement, color and glamour of the basket ball and foot ball season, a very essential adjunct to which is an air filled rubber bladder inside a leather cover.

The interest of students in the games is only the introduction to the story of the contribution of rubber to America. Winning teams develop community interest and pride, hence gymnasiums and stadiums are built at great cost. Construction of these give employment to large numbers of men, whose wages go to enrich the grocer, the baker, the coal dealer, the radio and automobile salesman. It helps create a demand for building material, especially cement, brick and stone. This calls for the employment of yet other types of laborers.

Air filled rubber tires made possible the present automobile industry. Yet the contribution of rubber for tires is a small part of the total contribution. The construction of large factories, the de-

mand for steel of various types in the automobile and in the machinery which makes it, created new demands upon the steel industry. This reacted in turn to create demands for ore from the iron mines, for coke from the coke ovens, and for alloys of manganese, nickel, chromium and the like from areas outside the United States. These require activities of those engaged in shipping by water, rail, air, and highway. The materials of wood, cloth, leather and glass used call for the employment of numerous other persons in these fields of production. But this is not the end. The automobile has created a demand for good roads thousands of miles of which have been built. This has put a multitude of men into employment, and has called for the expenditure of hundreds of millions of dollars annually. It has called for the scientific construction of giant concrete arches, great steel bridges, underpasses and over-passes, red and green stop light systems, state police patrol of highways and additional traffic officials in the cities.

The picture does not end here. The demand for gasoline and oil for running the automobile has been a stimulus to the petroleum industry. It has created improvements in refining methods, and has stimulated the industrial nations of the world to search for other petroleum supplies. It has stimulated the development of pipe-lines and pipe-line transportation. It has stimulated the development of the science of petroleum geology. It has created the filling station with its characteristic type of architecture, and has necessitated the employment of many thousands of attendants, and the investment of huge sums in these properties. The maintenance of tourist homes and tourist camps has given employment and income to multitudes of home owners from this new source. The garage industry, the training of automobile mechanics, the automobile supply stores in addition to the automobile sale establishments, constitute other lines in which our American life has been touched. Remotely it has contributed to the competition of the truck and bus with the steam and electric train in transportation of freight and passengers. In these and numerous other ways, rubber has contributed to our human advancement and comfort, and relates our life to that of the gathering of latex by the humble laborer, whether in the wilds of the Amazon or in the rubber plantations of the Far East.

DEPENDENCE AMONG MODERN NATIONS FOR FOOD

Napoleon conceived of France becoming independent of other nations and producing all its own needs. Other rulers have attempted to bring about a condition of independence within their

domains. China and Japan, following a policy of seclusion, came near the realization of this goal, but developed a static condition.

Great Britain is the outstanding example of a nation dependent upon others for food and raw materials. With a population of over 700 to the square mile, England produces only enough food to suffice for a few weeks. However, it should be noted that no country produces all the foods it needs to maintain a high standard of living.

We call bread the "staff of life" but in portions of the Orient rice holds that distinction. The United Kingdom is the chief importer of wheat and wheat products. It is dependent upon other producers for an amount equal to about five bushels per capita of its population. It must obtain as much from the countries of surplus products as does Germany, Italy, France, and Belgium combined. This fact is related to, (1) its great density of population concentrated in cities and supported by work in factories; (2) to its small area of arable land; and (3) to its relatively high standards of living.

In net annual exports of wheat only four countries have appreciable surpluses. Canada and Australia, being members of the British Empire may be depended upon by the United Kingdom as sources of supply. Since the foreign trade of Argentina is more largely with Great Britain than with any other country, it may also be depended upon to help supply the need. All three of these countries, dominantly agricultural commonwealths, welcome the opportunity to trade their surplus cereal supply for the manufactured products of the United Kingdom.

Rye is an important cereal to people living in climates suitable to its production, but not suitable to wheat. It is largely consumed in the regions where it is produced. Only five countries, (Union of Social Soviet Republics, Poland, Hungary, Argentina and Rumania) produce even a moderate surplus. On the other hand some eleven countries (Denmark, Norway, Netherlands, Finland, Austria, Belgium, Czechoslovakia, Latvia, France, Sweden and Estonia) must secure supplies in addition to those of their own production.

No cereal so dominates the food of any people as does rice that of the people of southeastern Asia. Its dominance is related to the great density of population, the relatively small amount of arable land, a climate not well suited to the other cereals, and the large yield of food to the acre of rice cultivated. Three countries are outstanding in the production of a surplus, namely, British India whose

net export nearly equals that of the other two—Indo China and Siam. These countries aided by small surpluses from Italy, the United States and Spain must furnish nearly the whole of the deficiency in rice for the rest of the world. The countries of large deficiency, depending on these are, China, British Malaya, Netherland Indies, Ceylon, and Japan, countries having a climate suitable to the production of rice, but due to mountainous topography, dense population, and small amounts of arable land, are unable to produce enough of this cereal. Germany, France and nine others whose imports reach at least 100 million pounds annually, and who for the most part have unfavorable climates for rice production must depend upon the countries of surplus previously mentioned.

For supplies of maize countries of deficiency must look primarily to Argentina whose net export constitutes about 68 per cent of the world's total. Only Rumania, the Union of South Africa, and the United States produce any appreciable additional exports. The deficiency countries are chiefly those of northwestern Europe of which the United Kingdom is the chief. This deficiency is related to high density of population, a climate too cool and with too short growing season for maize to thrive.

The United Kingdom is also conspicuously deficient in production of a meat supply. Its net imports of beef and beef products constitute 60 per cent of the net total beef imports of the leading commercial countries. Its dependence upon Argentina is indicated by the fact that Argentina furnishes approximately 60 per cent of the net total beef and beef products export of the world. Uruguay and Argentina combined supply approximately 71 per cent of the total of these exports.

In dependence upon others for supplies of hogs and hog products the United Kingdom holds a similar position. It imports about 30 per cent of the total in international trade. Germany is the only other important commercial and industrial country that has a considerable deficiency in these commodities. The leader in export of hogs and hog products is the United States. Having a large area, a large amount of arable land with a climate and soil almost ideal for the production of corn and hogs, it should hold first place.

In striking contrast with the United States is the next two ranking countries. Denmark and Netherlands without a corn climate, with land relatively poor, part reclaimed from the sea with huge expenditure of labor and money, with a dense population that makes large demands upon the soil for the support of the home population,

have a combined export of hogs and hog products greater than that of the United States. This in face of the fact that their combined area is less than that of the state of Indiana. This unusual condition is related to the nearness of the British markets, to the study of and catering to the British tastes for these products, and to the Danish and Dutch thrift in making the most out of what might otherwise become waste material. Here, surely, the human factor is displayed at its best.

MONOPOLY PRODUCTS

Some products are so meagerly distributed that it has been possible for countries possessing them to maintain a near monopoly of their production and sale. Brazil for a time maintained a monopoly of the rubber industry, allowing no seeds of the *hevea brasiliensis* to be taken out of the country, lest competition might develop. Chile has maintained a monopolistic attitude towards its nitrate deposits. The result has been that other nations have searched for other sources of supply, and they have been successful to the degree that now Chile is in danger of losing much of its market for nitrates. Methods of developing synthetic nitrates made such progress during the World War, and since, that now 83 synthetic nitrate plants, ten of which are in the United States, are capable of producing as much nitrate annually as the average export of nitrate from Chile. Manufacture of coke in by-product ovens furnishes a source of ammonium sulphate which takes the place of Chilean nitrate in fertilizers. In 1900, only 3.2 per cent of the coke in the United States was made in by-product ovens. In 1933 all but 3.2 per cent was made in by-product ovens. By-product coke ovens and the synthetic nitrogen plants of the United States have a capacity for producing about 600,000 tons of nitrate annually. Our average annual consumption of nitrates is about 400,000 tons. It would seem that we are no longer dependent upon Chile to supply this commodity to the United States.

Iodine, a by-product of the nitrate industry of Chile, has for a long time been held by the Chilean producers in absolute monopoly, and regulated the production to the world needs and controlled the price. Traces of iodine were recently noted in the brines of some of the California oil wells. In 1932 two plants were established in Los Angeles county for the recovery of the iodine. In 1933 they produced over 400,000 pounds of iodine. The average annual import of Chilean iodine into the United States, during 1929 to 1931 was 466,000 lbs. The price of the domestic production product was about

one-half that of the imported. It appears that Chile will lose its market for this product in the United States.

At the present time, the United States maintains a monopoly in the production of helium. It is a component of natural gas, but only in the Amarillo, Texas gas field and in two areas in Utah, is it known to exist in sufficient quantities to be profitable to recover it. These areas are under the control of the national government and none may be exported except by approval of the President, and upon the joint recommendation of the Secretaries of War and the Navy. This dependence upon the United States will stimulate search for it in other parts of the world.

Germany's near control, until recently, of the potassium supply, Canada's monopoly of the nickel resources, and South Africa requiring the world to come to it for diamonds, are other illustrations of the dependence of the industrial and commercial nations upon some small area for an important commodity of industry.

We have noted that low and middle latitudes are closely dependent upon each other in supplying many things which go to make up what we call our modern civilization; that the most advanced industrial nations may be utterly dependent upon other industrial nations for food and raw materials; and that they are dependent upon others almost equally for markets for their manufactured products. So intricately is this dependence interwoven that a break in any thread of the fabric affects the whole system. For example, the United States furnishes 64 per cent of the cotton of export, and with British India and Egypt furnishes 98 per cent. Let these three countries cease exporting cotton and the effect would be felt in every country and in almost every household in the world. Thousands of cotton mill workers would be without employment, especially in Great Britain, Japan, Germany, France and Italy. Shipping would be greatly handicapped. English workers would be unable to take the supplies of pork, poultry, eggs, and butter from Denmark and Netherlands. These in turn would be unable to meet their financial obligations. India, depending upon Japan and Great Britain for its cotton goods would have to face a greatly reduced supply and greatly increased cost. Lack of markets for cotton in the cotton belt of the United States would create a panic among the cotton planters.

In conclusion, it would seem that the greater the development of transportation, communication, and mechanization the greater becomes the dependence of one region upon another.

GEOGRAPHY IN THE SENIOR HIGH SCHOOL

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Fifteen years after the landing of the Pilgrim Fathers, there was established in Boston the "Latin Grammar School," regarded as the foundation of American secondary schools, yet nearly two centuries passed before our first *public* high school, the "English Classical School" in Boston, opened its doors. To Chicago belongs the honor of having organized, in 1865, the first coeducational public high school in the United States.

Today there are thousands of public and private high schools in our country, employing an army of teachers. These institutions, offering training in a great number of subjects, are maintained at a cost of several millions of dollars annually. In these schools there are enrolled approximately 7,000,000 students, or thirteen times as many as were enrolled in 1900. During the same period the enrollment in our elementary schools increased but one and one-third times. This striking increase in high school attendance is due, in part at least, to conditions resulting from the depression, and to the Child Labor Law. The development of secondary education is one of our most remarkable achievements.

THE DEVELOPMENT OF HIGH SCHOOL GEOGRAPHY

The organizers of our first public high school stated that its purpose was "to give a child an education that shall fit him for active life." Evidently geography was thought to be one of the means of attaining this end, for the subject was scheduled as a first-year study, yet until comparatively recent years geography has been sadly lacking in human interest and value.

The report of the "Conference on Secondary School Geography," a subdivision of the "Committee of Ten," made in 1892, placed high school geography on a new foundation. The members of the Conference regarded physical geography as the study of the evolution of physical environment, and its relations to man. Laboratory and field work were considered essential, and it was recommended that physical geography be required of all first-year students. Emphasis upon physical geography was quite natural, because several members of the Conference were geologists.

In 1897 the "Committee on College Entrance Requirements," made a report similar to the above, but instead of making physical

geography a required subject for all students, it was to be elective for those in classical courses. The report stated that "the subject should be carefully held to the leading idea of the physical environment of man." These reports resulted in giving geography a moderately important position in the high school, and they led to the early publication of scholarly texts by Tarr, Davis, Dryer, and others.

Altho the value of the work of these committees was fully recognized, it was realized by many that high school geography should not be restricted to the physical phase, and that the subject should be humanized. In the texts above referred to, from forty to seventy-five per cent of the total space was devoted to land forms.

The growing belief that a broader course of study was necessary led, in 1908, to the appointment, by the Science Section of the National Education Association, of a committee to study the question. The report, made at Denver in 1909, was signed by W. L. W. Field, Mrs. Martha Krug Genthe, Mark Jefferson, W. L. Moore, W. H. Snyder, R. H. Whitbeck, and James F. Chamberlain as chairman. The recommendations were as follows: (1) That geography should be a required subject in all secondary schools. (2) That the minimum time devoted to it should be one year. (3) That there should be a minimum of five periods weekly. (4) That geography should be a first-year subject. (5) That approximately one-fourth of the time should be devoted to field and laboratory work. (6) That one-half year should be given to a study of a humanized physical geography, followed by a study of the chief countries of the world, with emphasis on those of North America and Europe.

To What Extent Is Geography Taught in the Senior High School?

That texts and courses of study have been strikingly changed since this report was made, is a matter of history. Geography is now taught in most high schools, but this does not necessarily mean a great advance over earlier conditions, because the subject is generally presented in the seventh or the eighth year. However, many senior high schools offer geography, and we should strive to make this universal. In the preparation of this paper my first objective was to ascertain the extent to which senior high school students are given instruction in geography. To this end I sought aid from the Office of Education, the National Education Association, state and city superintendents, class-room teachers and periodical literature.

REPORTS BY STATE SUPERINTENDENTS

Letters were received from 33 state superintendents, only 11 of whom say that geography is taught in their senior high schools. The states represented are: Massachusetts, New York, New Jersey, Pennsylvania, North Carolina, Alabama, Louisiana, Colorado, Oklahoma, Montana, and Oregon. Oklahoma leads with 20 per cent of its senior high school enrollment studying the subject. New York and New Jersey have a little more than 10 per cent. Borrowing from reports made by city superintendents, we have proof that in 13 other states geography is taught in the senior high school. Possibly this is true, to some extent, in each of the states, for several of the state superintendents fail to answer the question.

REPORTS BY CITY SUPERINTENDENTS

Thirty-three city superintendents, exclusive of some 40 in small cities in the Pacific Coast States, answered my inquiry. The 33 replies represented all sections of the United States, and a total of more than 830,000 senior high school students. Only 4.7 per cent of these students were studying geography. The replies from Hartford, Philadelphia, Newark, Louisville, Galveston, Topeka, and Minneapolis state definitely that no senior high school students are enrolled in geography classes. Several superintendents were unable to answer the question. The high points are Kansas City, Missouri, with 9, Cleveland with 11, Pittsburgh with 12, Detroit with 15, and Tulsa with 23 per cent of their enrollment carrying geography.

WHAT PHASE OF GEOGRAPHY RECEIVES CHIEF EMPHASIS IN THE SENIOR HIGH SCHOOL?

My second objective was to ascertain what phase of geography receives chief emphasis in the senior high school. Judged on the basis of the replies received from state superintendents, commercial or economic geography ranks first and physical geography second; the ratio being practically two to one.

In the case of the cities from which replies were received, Spokane, Seattle, Salem, Oregon, San Francisco, Los Angeles, Denver, Omaha, and New York report only commercial or economic geography. In Pittsburgh, Hammond, Joliet, St. Louis, and Kansas City, Missouri, physical geography is strongly emphasized, while in Detroit it is social geography.[1]

[1] Information covering the matter of subject enrollment in high schools for 1934, will soon be published by the Bureau of Education.

AVERAGE TIME DEVOTED TO GEOGRAPHY IN THE SENIOR HIGH SCHOOL

The majority of the superintendents who answer this question report that a year's work is offered, but in a considerable number of cases the course is only one semester in length. In the schools of Detroit, senior high school students may take two years' work in geography, one year of which, classed as "social geography," is required. In the great majority of senior high schools the only requirement appears to be commercial geography for students taking a commercial course.

SUMMARY OF REPORTS

It appears evident that comparatively few senior high school students study geography, altho the number is increasing. Commercial or economic geography is usually required of students taking a commercial course. Physical geography holds second place, and political, general and social geography receive some attention. Charles C. Barnes, writing of the senior high schools in Detroit, says:[2] "More than 4,500 students are enrolled at the present time in the geography classes of seventeen senior high schools. About 1,000 are taking commercial geography, and the rest, or approximately 3,500 are enrolled in the two-semester course in social geography." In writing me in October, 1935, Mr. Barnes used practically the same figures. M. H. Shearer states: "In Kansas City, Missouri, there are seven senior high schools, each with an enrollment of between 1,500 and 2,000 students. In six of these seven schools a full year of physical-economic geography is offered."[3]

A SUGGESTED COURSE

As is well known, much more attention is given to geography in European schools than in the schools of our country. In this connection Dr. Rose B. Clark says:[4] "With but few exceptions, every pupil in a secondary school in any country of Western Europe, is required to take several years of continuous unified training in the subject, usually under a teacher who is a specialist."

That the value of geography to the average person is so great as fully to justify its inclusion in the curricula of senior high schools, there can be no doubt. This is true of many subjects, not all of which can be required of all students. I therefore recommend

[2] JOURNAL OF GEOGRAPHY, March, 1933, p. 118.
[3] M. H. Shearer in JOURNAL OF GEOGRAPHY, April, 1934, pp. 139-140.
[4] JOURNAL OF GEOGRAPHY, February, 1935, p. 73.

that geography be *offered* in all senior high schools, and *required* of all students who have not perused the subject at a level above that of the eighth year.

If, in all senior high schools, we devote one year, with daily recitations, to the study of geography, we shall make a very gratifying advance over present conditions. The following suggestions are based upon that allotment of time. However, where two years can be given to the subject, an expansion of the work here suggested, will provide abundant material. In such cases the first year should be given to physical and commercial geography, and the second year to political geography.

Part I. Physical Geography. That physical geography plays an important part in human affairs is recognized by all. Its relations to man being the chief objective in the study of the subject, it follows that our physical environment should be considered in connection with, rather than apart from, the activities of man. In other words, physical geography should be applied or humanized. Because, in the study of commercial and political geography, the influences of physical environment are to be repeatedly discovered by the student, a very short time, in the case of a one-year course, should be devoted to Part I.

Part II. Commercial Geography. Commercial geography touches in a multitude of ways, the daily lives of the people of all nations. Because of this, the subject should be given serious study at the senior high school level. The distribution and exploitation of natural resources, the resulting industrial activities and concentration of population, trade routes, the influence of changing habits, increased production, use of substitutes and legal barriers upon trade, the relation of the use of machinery to human employment and leisure, are matters of interest and importance. A leading objective of this study is the realization, by the student, of the interdependence of individuals, states, and nations.

Part III. Political Geography. A study of the problems and achievements of the people of various nations, as influenced by geographic environment, is suggested as the third division of the course for senior high school students. Obviously the number of countries studied will depend upon whether the course covers one or two years. This will include domestic conditions, and those problems

which are international in scope. The order in which the countries are studied is not important, nor need the same outline be followed in each case. The study of a given nation may well be introduced by the consideration of some character or question, which is, at the time, attracting the attention of the world. A sympathetic understanding of the lives of the people of other countries is a powerful factor in promoting world peace, and is therefore a much-to-be desired objective of the study.

HUMAN GEOGRAPHY FOR THE SENIOR HIGH SCHOOL

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Of forty states reporting their courses of study to me for the senior high school, two reported courses of study in Human and Social Geography.

If Human Geography is taught at all in any of the other states then it is incidentally included with the specialized courses of geography such as economic, commercial, physical, general, and industrial geography. In these specialized courses Human Geography is too often submerged in physical and economic facts unrelated to local, national, and world patterns of geographic environment and human activities. Also, these specialized geography courses reach only part of the high school students who really need geography. No Human Geography is taught in Minnesota. Five thousand students in Minnesota are taking the course in high school economic geography as compared with fifteen thousand high school students who might take geography in any one class year.

My belief in the value of Human Geography to high school students leads me to request or suggest the following items in its placement in the senior high school: 1) A separate course with a definite time assignment; 2) Required of all students of the senior high school; 3) That it fulfill the curricular requirements of (a) completing the geography work of the elementary and junior high schools; (b) preparing for such specialized high school geography courses which follow as economic, commercial, and political geography, or for the more advanced work in geography in college for those who

continue in this science; (c) providing a much needed prerequisite course for the social sciences as history, sociology, and economics; (d) giving students, who study geography no further, a consciousness of geography as a science of relationships and train them in habits of helpful geographic thinking.

I do not think that this is asking too much. With our present closely knit world Human Geography is our most vital subject. Further, it not only provides high school students with local, national, and world concepts and understandings, but also is of continuous helpfulness in the activities of everyday life.

Definition of Human Geography

I am suggesting Human Geography, then, as the science which presents the viewpoint of modern geography and reveals the contribution of the field of geography to people in their living, as the science which reveals the relations between nature and man, as the science which shows by geographic symbols local, national, and world patterns of environment in rainfall, relief, soil, water bodies, and temperature in relation to world patterns of occupations, agriculture, trade routes, industry, health, standard of living, and other like responses and activities of man.

The Present Position of Human Geography

At present Human Geography and like introductory courses are presented almost solely in college under such headings as: Principles of Geography, Elements of Geography, Regional Geography, Introduction to Economic Geography, College Geography, and Principles of Human Geography. In these college courses we recognize the vital purpose of the introductory work in equipping the students with the invaluable assets of recognizing geography and thinking geographically. We recognize this course as the show window of our field and exert every effort to make it attractive and valuable. We have several fine texts for this course and it usually is given the most prominent place on our college program. In Minnesota colleges the course in geography principles is required of all students in education. Yet regardless of the value we assign to this course it is limited to the comparative few who take it in college. We expect all others to get their geography training in the elementary grades, completed for the most part in the seventh grade, with the exception of the few who take specialized geography in high school.

THE NEED FOR HUMAN GEOGRAPHY IN THE SENIOR HIGH SCHOOL

I have pointed out that Human Geography as an introductory course is not taught in the high schools of the United States and that the majority of high school students do not study geography in any form. Furthermore, a study of state courses in geography reveals that it is almost exclusively an elective course for all high schools, commercial courses only requiring commercial geography. In and out of college geographers have voiced two complaints, viz, the almost total lack of preparation of students for college geography, and the inability of the public in general to recognize and appreciate the science of geography. We should expect this with our present limited high school program and the limited enrollment in college geography. If the science of geography is to reach the public, then it must appear in the training of students who leave our class rooms. If a medical discovery is made, practicing physicians carry it to every home. When a law is enacted, it is expounded to the public by legal talent in every community. As new applications of the laws of physics are developed and incorporated in machines, they are explained in their operation to the buying public by shrewd salesmen. Unless we can provide our high schools with an introductory course, such as Human Geography, which will create geographic consciousness and build correct habits of geographic thinking, we will continue to bewail public and student deficiency in the science. We are certain the present high school geography has been ineffective. An introductory course in Human Geography in the senior high school would reach the largest number of students sufficiently mature for the course, and provide most effectively for developing a geographically trained public.

As an introductory senior high school course Human Geography would, also, serve to direct and stabilize our present scattered and wavering junior high school work and lay the foundation for the more specialized work to follow. The course would lend continuity and consistency to our entire geography program. Those students who continued work in college geography would be better prepared, and those who discontinued school work, after graduation from high school, would have the value of the training for the rest of their lives. Furthermore, if we are to give the social sciences the adequate background of geographic knowledge which they must have, and which they have been trying to borrow, we must put in a course in Human Geography in the high schools as a prerequisite to the study

of social sciences as well as to the following specialized geography courses.

Introducing Human Geography in the Senior High Schools

Our first need in introducing Human Geography in the senior high schools is a good text. We have much available material already prepared for the colleges which needs only to be worked over for high school levels.

Our second need is for trained teachers of geography. I realize this training of geography teachers, as for other subjects, follows a demand but we can anticipate it. We can work for more required geography training in the certification of high school teachers and we can ask for more geography requirements for the general science and social science teachers who are preparing for high school work in these subjects.

Our third need is to take advantage of the growing sentiment in favor of geography as a subject. There is a widespread and increased use of geography materials by the press, radio, and "talkies." Of 299 local junior and senior high school students interviewed as to their attitude toward geography, 192 indicated a liking for the subject, but 225 believed the subject would be of value to them in the future, and 228 stated that their knowledge of geography was of present value to them.

The Place of Human Geography in the Senior High School

Human Geography should follow general science and physiography in order to take advantage of the information these subjects provide on the factors of man's physical environment. The course should precede the special geography courses of economic and political geography and also should be the prerequisite of the social science courses.

Some Suggestions for a Course in Human Geography for the Senior High School

The Field of Human Geography. This should be the first unit and should present the viewpoint of modern geography as the study of geography relationships. This should be done by contrasting selected type areas—local, national, and world. Each state has contrasting areas—areas of opportunity which are progressive and well developed and backward areas with obvious geographic handicaps. The Ozarks and Appalachians contain small areas which are

pioneer with their periphery in striking correspondence to the patterns of the handicapping features of their geographic environment. Material for type studies of this nature is abundant in the JOURNAL OF GEOGRAPHY. Preliminary work of contrasting type areas should culminate in a student exercise of listing and casually estimating the local factors of the geographic environment.

Introduction to the Factors of the Geographic Environment. This outline and knowledge of the factors of the geographic environment should be built up on a background of globe, map, chart, and atlas study. Several necessary purposes will then be accomplished—skills in using these geographic symbols, a knowledge of geographic terms and symbols, and some concrete concepts of geographic relationships in the correspondence between environmental and human activity and condition maps. The technical side of map construction and map projections should be avoided. The danger in teaching this unit is in the teacher relying too much on previous training and not presenting sufficiently the fundamentals of environmental study. Such elementary concepts as latitude, longitude, and direction need to be practised here as well as previously. The relation of lines and colors to climatic features on maps of climate need study as do the methods of representing land forms on relief maps. Likewise the symbols and features of population, health, and cultural maps require study. Too much may readily be taken for granted as to previous knowledge. Last summer a returning teacher informed me that St. Paul owed its prominence to its location on Niagara Falls. This winter a college student when asked to point out the Hawaiian Islands on the globe replied: "I know they are in the Pacific Ocean, but I don't know where on the globe to look for them." Ideas of some new terms will need to be developed, but also ideas of terms used previously will need reworking.

Space Relationships. The work in location should be specific and definite. Generalization should be avoided. Maps should be employed constantly. A place is specifically somewhere and therefore has definite relationships to other factors of the geographic environment. A correlated study of Guy-Harold Smith's urban center map reveals that the ten largest urban centers of the world have easy and year-round access to world trade routes, that they are located in areas of moderate to abundant rainfall, and that they are located in areas which correspond to optimum health conditions for man.

Such studies are worthwhile in building geographic concepts and developing habits of thought for later practical application.

Surface Features. One danger in this unit is that the study of topographic features degenerates into physiography. The relation of railroads, roads, air routes, and occupations to plains, mountains, valleys, and other land forms furnish ample material for a part of this unit. The features of soils and their relation to climate, surface, and commercial fertilizers used form another essential part of this unit.

Climate. Regional climatic maps of the world are available and are essential in this unit. A regional climatic map should be selected that is not too broad in its classification to ignore the more prominent local features. Bengtson and Van Royen's climatic arrangement in their recently published economic geography is excellent in its detail and recognition of prominent local climatic features. The inclusion of the climate of southern Florida and northern Cuba in the climatic type of the Amazon is an excellent example of this recognition. Climatic studies should be more than areal. They should be historical as well. Climatic hazards need special emphasis. In the study of climatic history such hazards as drought, and flood provide helpful and timely material. The study of such afflictions as hurricanes and hailstorms are valuable.

Contact With the Sea. The relation of the oceans to commercial centers, trade routes, and climatic influences are important phases in the study of this vital geographic factor. The ocean as a barrier as well as one of our most important factors in contact needs study.

Man's Geographic Evolution. Features of this unit should include a study of population increase, changes in population centers, changes in national prominence, changes in living standards, changes in occupation, changes in conditions of health and energy. These steps in man's progress should be correlated with steps in man's development of natural resources, transportation, plant selection, and other developments which have given man control of his natural environment. The development of this unit will provide an excellent take-off for the social sciences which should follow. The gradual growth of the interdependence of nations with the increase in geographic control is another vital phase of this unit.

SOME ULTIMATE OBJECTIVES OF HUMAN GEOGRAPHY IN THE SENIOR HIGH SCHOOL

More pleasure and economic efficiency in living and better national and world citizens are objectives demanded by society of the present day school. That these objectives should obtain the attention and best effort of school men is self evident. The ramifications of geography in the daily life of an individual are too many to be recounted in this brief paper as also are the numerous ways in which geography contributes to citizenship.

THE PLACE OF GEOGRAPHY IN THE SENIOR HIGH SCHOOL WITH SPECIAL REFERENCE TO TEXAS

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This study proposes (1) to give a brief résumé of some of the best studies that have been made on the subject of geography in the senior high school, (2) to present the case of geography in the high schools of Texas, and (3) to offer some suggestions as to how to better conditions.

PREVIOUS STUDIES IN HIGH SCHOOL GEOGRAPHY

Of the many studies that have been made, two seem to stand out as the more important. The first was a report by a committee appointed by the National Council, and headed by Professor Parkins, of Peabody. After considerable study this report was presented to the National Council at the New York meeting in 1928, and later published under the title of "Elective Course in Senior High School Geography."[1] This course was to be a Political Geography of the Major Nations, and it would seem that it should have been adopted by the secondary schools thruout the country, but unfortunately it has not been put into many curricula. Some of the main points of the course are listed below.

The course deals with the geography of the major political problems, national and international in scope, of the major nations. The emphasis is on the geographic and historical setting of these problems and the geographic adjustment man has made and is making in solving or attempting to solve them.

[1] National Council Committee: "Elective Course in Senior High School Geography," JOURNAL OF GEOGRAPHY, Vol. 28, pp. 101-112. (March, 1930).

The course is not only a review of world geography—but also introduces the learner to the larger problems of the major nations, and of the world, an understanding of which is essential to active world citizenship.

Later, in the Thirty Second Yearbook, another study was made of senior high school geography, and published under the title of "Geography in the Senior High School."[2] In this article, the authors outline first a course in Commercial or Economic Geography with objectives and associated outcomes as follows:

1. An understanding of the relation of the major commodity movements to world trade routes, to the major producing regions, and to the major consuming regions.
2. An initial understanding of the relation of the world's transportation pattern to the configuration of land areas, to great-circle distances, to air currents, and to the major commercial regions.
3. An initial understanding of the growth and location of commercial centers as related to the commercial industries of the surrounding area, to position in a route pattern, and to qualities of the immediate site.
4. An acquaintance with the general nature of the trade of each major commercial region and an understanding of how the trade is related thru productive industries to the natural environment.
5. A recognition of the regional grouping of countries or parts of countries on the basis of contiguous location, similarity in methods of utilizing natural resources, and general direction of trade movement.
6. A recognition of the large and diversified trade of the major commercial regions as reflecting variety and abundance of natural resources and human initiative in capitalizing these resources.
7. An initial understanding of the limitations imposed on commercial output by unfavorable natural conditions, such as aridity, ruggedness, poverty in mineral resources, or shortness of frost-free season.

Second, they outline a course in Political Geography, with the following objectives:

1. A recognition of the world's political pattern as an administrative apportionment of the earth's land area and its resources.
2. An understanding of the fact that, under modern conditions, political prestige is furthered by a large population, high rank in manufacturing, and leadership in commerce, these features depending upon the utilization of natural resources in the areas controlled.
3. A recognition of the fact that nations value territorial holdings mainly on account of (a) their suitability for the expansion of the home population, (b) the opportunities they offer for commerce, and (c) their strategic location with reference to the control of routes and areas.
4. An understanding of the fact that governments have an administrative function in stimulating or directing the commercial utilization of natural resources by individuals in the home state and in colonial territory.
5. A recognition of the fact that progress in industry calls for repeated readjustment of technique in utilizing natural resources, and that certain governmental activities represent co-operative experimentation in making such readjustments.

[2] Alice Foster and Katharine L. Calloway, "Geography in the Senior High School," Chapter XVIII, National Society for the Study of Education, Yearbook XXXII.

6. A realization of the fact that the widespread commercial activities of the modern world entail frequent overlapping or clash of interests among the nations.
7. A habit of looking at both sides of political problems and an attitude of fairness to both parties involved.
8. Ability to follow understandingly a geographical analysis of political problems involving the commercial utilization of natural resources or features.
9. A realization of the necessity for international co-operation in utilizing natural resources or features having more than local significance.
10. A permanent interest in current political activities and problems that have to do with the utilization of several natural resources.

Many other studies have been made, but either of the above seems sufficient to show what could be done in the senior high school if the courses suggested could be put into practice.

THE SITUATION IN TEXAS

In this study no attempt has been made to distinguish between junior and senior high schools. While the junior high school movement has received considerable attention, and numerous school systems have adopted the two units, by far the larger number of secondary schools of Texas still have the one unit system of a four-year high school. Doubtless most of the courses listed in this study belong in what is usually considered junior high school grades, but it represents the complete offering, and if it is all junior high school geography, then there is no senior high school geography in Texas.

For some time, I had planned to make a survey of the geography taught in Texas high schools, but the impetus to begin the study came with the request to discuss the problem of high school geography at this meeting of the National Council. It seemed that the Texas Directory of Classified and Accredited High Schools should provide all the information needed. But on finding that nearly half of the 800 high schools in the state listed either Physical Geography or Commercial Geography, I began to wonder if that were the true condition, or if those schools were merely showing a curriculum offering that had been made, at some time, to get affiliation. Doubting that anything like 400 high schools in Texas were offering courses in geography, I decided to ascertain what the true conditions in Texas were by sending a questionnaire to each school that listed either course in its curriculum. Before mailing out the questionnaire, the approval and endorsement of both project and the questionnaire by the State Superintendent of Public Instruction for Texas was obtained. This undoubtedly helped in securing a return of 200 of the 376 questionnaires mailed out.

THE TABULATED RESULTS

Courses taught: Physical Geography, 62; Commercial Geography, 121.

No other courses were offered in any of the schools.

Geography courses were elective in 144 schools, and required, for commercial students only, in 15.

College training of geography teachers:

(a) Degrees: 128 bachelor's degrees; 22 master's degrees.

(b) College courses taken in geography.

Large variety of courses offered.

53 admitted they had had no work in geography.

Other courses taught by high school geography teachers:

Commerce	49	English	8	Home Economics	2
History	45	Economics	8	Health Education	1
Mathematics	31	Civics	7	Public Speaking	1
General Science	23	Spanish	7	Language	1
Physics	14	Latin	3	Physical Education	1
Chemistry	10	Biology	3	GEOGRAPHY ONLY	3
Social Science	8	Sociology	2		
Physiology	8	Agriculture	2		

Teacher's opinion as to whether geography work should be expanded or reduced: Expanded, 102; reduced, 16; left as it now is, 52.

Teachers interested in having report in final form, 152.

ANALYSIS OF THE RESULTS

It is interesting to note that only the two classic high school courses in geography, Physical and Commercial, are offered in Texas. Commercial Geography leads today due to the growth of commercial subjects in the secondary schools, and is usually included in the list of commercial courses. Physical Geography has been losing ground in recent years, by being absorbed into the course in General Science, and thru competition with high school Biology.

A wide variety of textbooks are being used in each course. The lack of state adoptions for high school texts makes it possible for the teacher to select his favorite book. In the hands of a teacher trained in geography this is excellent, but for teachers who have never studied geography since they left high school, and possibly since they finished grade school, the lack of a state adopted text is unfortunate. Of the many books used, the most unique text for commercial geography was a text in Commercial Law. Obviously that course was taught by one trained in law, who knew little and cared less about geography.

Most of the teachers, in the high schools reporting, had college degrees, twenty-two of them holding the master's degree, but only a few had definite training in geography in their college work. While a large number listed courses in college geography, many of these were in general geology taken to meet a science requirement. Altho the major subject was not requested on the questionnaire, judging by the courses offered, few of the teachers reporting could have majored in geography for their college degree. The teacher should not be blamed for this as much as the colleges and universities in the Southwest. Most of the Teachers Colleges of Texas have good departments in geography, but the universities of the state have not done their part. The lack of a geography department at our leading institution of higher learning in the state, the University of Texas, is a serious handicap. Fifty-three of the teachers reporting, admitted that they had had no college work in geography.

Possibly the greatest handicap that geography suffers in the high schools of Texas lies in the fact that courses are "wished off" on the teacher who happens to have a vacant period at the time when the course is to be offered, or else on the teacher who has a light load. Training for teaching the course, apparently, is seldom if ever considered. A glance at the tabulated results shows only three, of the two hundred teachers reporting, teaching geography only. A large number of those reporting, teach commercial courses, since most courses in commercial geography are a part of the commerce curricula. History also ranked high as the other course taught, showing the close correlation between the two subjects. An unusually large number of mathematics teachers were giving courses in geography. This seems to be an unusual combination, and one wonders if geography does not suffer in this combination. General Science, that has absorbed so many courses in Physical Geography, is still an important teaching combination, as is also Physics and Chemistry. Some of the combination teaching assignments of the miscellaneous list seem both amusing and pathetic. Some of these show geography being taught by teachers of Physiology, Spanish, Latin, Biology, Home Economics, Health Education, Public Speaking, and Physical Education. One doubts if geography profits by any of these combinations. It is the story of a man trying to serve two masters, that in this case are so different that one of them must be held in contempt, and geography undoubtedly is that one.

Finally, the opinion of the teachers reporting as to whether

work in geography should be increased or decreased in the high schools is not only interesting, but, decidedly hopeful. Of the 170 who answered this question sixty per cent were of the opinion that geography work should be increased and made more interesting. Thirty-one per cent thought it should remain as at present, and only about nine per cent of the total felt that it should be reduced. In most cases this latter statement came from teachers who were trying to serve those widely separated masters, who had no interest in, and little knowledge of geography.

Another hopeful sign for the future of geography in Texas high schools is the fact that 152 of the 200 teachers, or 76 per cent, were interested in having a copy of the results of this study.

FUTURE OF GEOGRAPHY IN THE SENIOR HIGH SCHOOL

Apparently some very definite action is needed in regard to the future of geography in the high schools of Texas, and this might possibly apply to the case of the other forty-seven states. The following suggestions are offered:

(1) Devise some plan to encourage high school principals and superintendents to stress geography in their schools rather than condemn it.

(2) Have the colleges and teachers colleges pay more attention to teacher training for geography in the secondary schools.

(3) Encourage more of the colleges and universities to offer content courses in geography in their curricula, so that the prospective high school teacher may become acquainted with the modern field of the subject.

The latter part of this study has attempted to show the status of geography in the high schools of the State of Texas, and the need of further work. It is hoped that similar surveys will be made of the other states, so that we might have a combined national inventory of the status of geography in the high school. As conditions now stand there is too great a gap between grade-school geography and that taught in college. Only when this high school gap is filled in with a complete offering of geography courses, can collegiate departments come into their own. If a choice should be necessary, geography might be begun four years later in the curriculum and carried on without a break thru the four years of high school. When that time comes, incoming freshmen will enter college with a geographic knowledge on a par with that of history or of the languages.

Publications of the National Council of Geography Teachers

THE JOURNAL OF GEOGRAPHY

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PROFESSIONAL PAPERS

No. 1. *Geography in the Junior High School.* Report of High School Committee. 1927. Out of print.

No. 2. *Elective Course in Senior High School Geography.* Report of High School Committee. 1930. Out of print.

No. 3. *The Introductory College Course in Geography.* By V. C. Finch, J. Orchard, Preston E. James, and B. H. Shockel. 1930. Out of print.

No. 4. *Geography in the High School.* By N. A. Bengtson, O. W. Freeman, J. E. Switzer, James F. Chamberlain, J. R. Schwendeman, Edwin J. Foscue. 1936.

GEOGRAPHIC EDUCATION SERIES

Vol. I. *Geography: How to Teach It.* McKnight & McKnight, Bloomington, Illinois. 1934. $1.60.

Vol. II. *Human Geography Studies: The United States.* McKnight & McKnight. 1935. $2.00.

Vol. III. *Life in Asia.* McKnight & McKnight. 1936. $2.40.

THE TEACHING OF GEOGRAPHY

The National Council of Geography Teachers cooperated in the preparation of the Thirty Second Yearbook of the National Society for the Study of Education. Public School Publishing Co., Bloomington, Illinois. 1933. $4.50.

Geographical Publications

Nels A. Bengtson and Willem Van Royen. **Fundamentals of Economic Geography.** xxviii and 802 pp.; 300 maps and illustrations, bibliography, index. Prentice-Hall Inc., New York. 1935. $4.25

Fundamentals of Economic Geography is a welcome addition to the growing list of introductory geography texts of college grade. The book is distinctive. The table of contents is most complete giving at a glance a fairly detailed outline of any one chapter. background necessary for an appreciation of the setting in which man lives and moves. The first seven chapters, about 150 pages, may be regarded as a presentation of the Among these is included, very effectively, a chapter on common rocks altho a specific chapter on soils is missing, the subject being a part of the discussion of each of the major climatic regions. The next eight chapters, about 200 pages, are given over to a thoro treatment of minerals, especially strong are the chapters on mineral fuels. The next eleven chapters, about 250 pages, are devoted to climate and climatic regions. This is the major section of the book in answer to the veiled query "(a) where, (b) what, (c) why, and (d) what of it?" The remaining nine chapters, about 175 pages, are devoted to other resources not specifically treated elsewhere ending in Chapter XXXI, Our Changing World.

Thruout the book the mode of attack is more philosophic than encyclopedic. The causal relationships are strongly stressed, somewhat at the cost of basal data. The book, therefore, is interpretive rather than factual. The teacher using this book may find it necessary to add data and enrich the course by illustrative material whereas some writers of texts give much factual material, expecting the students with the aid of the instructor to work out the interpretation. To have an historical approach with this point of view is most vital and parts of certain chapters have the flavor of an economic history.

Not all will agree with the authors on their approach, point of attack, the arrangement, emphasis or non-emphasis, but the impartial reader will feel assured that here is presented well digested material, thoughtfully arranged, and clearly and simply put, backed by a wholesome philosophy. The maps and grafs are equally clear-cut and carry out the dignified tone of the printed page, in excellent type thirty-seven lines to the page. The book has been written specifically as a text for the undergraduate and not as a handbook for the graduate student or instructor. The textual matter is unusually free from misstatement of facts or loose statements which the lazy student may misinterpret.

The book is an excellent text for what it purports to give—the Fundamentals of Economic Geography—and should be on every instructor's desk whether in use as a class text or not.

W. H. HAAS

Northwestern University

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Dr. Barton is chairman of the department of geography at Southern Illinois State Normal University, and was formerly in the State Teachers College, Kearney, Nebraska. His study of the shelterbelt was made while teaching at Kearney.

The Methods Class at Hickory College: A Field Experience. By Katheryne Thomas Whittemore 136

Mrs. Whittemore is head of the department of geography, State Teachers College, Buffalo, New York, and author of "Asia, the Great Continent," and of numerous professional articles in the JOURNAL OF GEOGRAPHY and the *Grade Teacher.*

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This is the sixth article in the series which Dr. and Mrs. Lemert of Duke University prepared especially for the JOURNAL, as an outcome of their extensive field studies in that country.

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Dr. von Engeln is a professor of geography at Cornell University, and is well known for his textbook in physical geography; and his books of more general interest, such as, "Inheriting the Earth," and the "Story Key to Geographic Names." He believes that the new geography should be written along the lines illustrated by this series of brief sketches and invites your criticisms and suggestions.

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Dr. Platt is a professor of geography at the University of Chicago, a frequent contributor to scientific and educational geography. Dr. Platt is a recognized authority on Latin America and, at present, is somewhere along the Amazon.

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